NATIONAL CONGRESS BULLETIN

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Dear Local Presidents:

Mrs. L. W. Hughes

NOT long after you receive this message we shall be convening in Cleveland for our annual convention on May 24, 25, and 26. I hope many of you are planning to be there, for I feel sure that all who attend will come away inspired to carry through their tasks with heightened zeal.

Last year's Golden Jubilee convention was a time for celebrating a memorable anniversary; this year's meeting will be "family style," so to speak. The 1948 program has been carefully designed to give us an opportunity to take stock of ourselves and solve many of our organizational problems. That is why we centered this year's panel discussions about the Four-Point Program. Led by four of our vice-presidents, these panels should enable us to see how far we have come and how far we have yet to go in achieving our objectives.

Then, too, the Congress clinics on Tuesday and Wednesday mornings (May 25 and 26) will stress organizational matters: local problems, council problems, and program techniques. And because parent education merits a good deal of attention right now (see page 8), we are especially interested in seeing how program techniques in study groups can be improved.

Much other important business will be taken care of at the convention. The second vice-president and four vice-presidents from regions are to be elected on Tuesday, May 25 (see March *Bulletin* for list of nominees). Several proposed revisions to the Bylaws will be presented to the convention body for approval. And of course the preconvention and postconvention meetings of the Executive Committee and the Board of Managers will attend to many details, according to the time-honored and democratic procedures of the National Congress.

Since the publishing of the Advance Information Program last month, another eminent name has been added to the list of convention speakers. At Tuesday evening's general session the address on "How To Live Within a Family of Nations" will be given by Herman Finer from the senior staff of the School of Economics and Political Science at the University of London.

Convention time always provides an unexcelled chance for national and state chairmen to talk over their common problems. Because informality is the keynote this year, these chairmen will be arranging to have breakfast, luncheon, or dinner together as a group. Your state people, I am sure, will have many suggestions to relay from you, our local leaders, and they, in turn, will take back home and share with you all the information that is so helpful and stimulating.

Our Health Bill

On April 8 I appeared before the House Committee on Interstate and Foreign Commerce to present a statement on support of the Local Public Health Services Act of 1948. Mrs. Stanley G. Cook and Dr. G. F. Moench, our chairmen of Legislation and Health, accompanied me on this mission, which is tied in so closely to their subject committees. Speaking on behalf of the National Congress membership, I told the members of the House committee that we consider health to be one of the most pressing problems of today's world. Further, I said, "It is our firm conviction that without a fair chance for good health—and by that we mean a chance equal to the best—no child can make the most of his opportunities for education and for effective living! . . . Surely it is the way of a sincere democracy to make health the rightful and inevitable heritage of every man and woman, *not* the accidental inheritance of the privileged few."

National Conference on Family Life

An event that promises to have far-reaching effect is the National Conference on Family Life, which will convene at the White House on May 5, 6, 7, and 8 at President Truman's invitation. The meeting, sponsored by 125 national organizations, will bring together a cross section of lay and professional groups to consider how the security of the American family can be strengthened for the welfare of the nation. We who have been stressing parent and family life education are indeed gratified at this encouraging upsurge of interest on behalf of family integrity. In addition to your president, four other delegates from the National Congress will be present at the meeting: Mrs. John E. Hayes, our first vice-president; Mrs. Gertrude E. Flyte, national secretary; Mrs. Carl R. Brister, national chairman of Preschool Service; and A. Pauline Sanders, national chairman of Home and Family Life. Also in attendance as members of the technical advisory committee will be Mrs. Eva H. Grant, editor of the *National Parent-Teacher*, and Ralph H. Ojemann, national chairman of Parent Education.

Significantly, the President, who has expressed his official and personal interest in the objectives of the conference, will give the opening address. Thirty section meetings during the three days will be devoted to the various vital aspects of family development. Then when the findings of the conference are gathered they will be channeled through the sponsoring organizations for the benefit of the families of America.

. . . . . .

I shall be looking forward to seeing many of you at the convention.

Faithfully yours,

Mabel W. Hughes

President
National Congress of Parents and Teachers

• NATIONAL CONVENTION DATES ARE MAY 24, 25, 26. THE PLACE: CLEVELAND, OHIO.

HOME-SCHOOL COOPERATION CAN PREVENT DELINQUENCY

• Could these cases have happened in your community?

CASE NO. 1

Annie was the oldest of three children. Her work in school had been consistently good until she entered tenth grade, when her absences from school became more and more frequent. Moreover, her grades were so low that she was not promoted. Early in her second year as a tenth-grader, Annie's case was referred to the truant officer by her teacher. Investigation showed that the attention of her mother had been so fully occupied with a younger child, who was chronically ill, that she had not known of her daughter's absences. After being questioned, Annie explained that her school subjects did not interest her; she wanted to study child care, not college preparatory subjects. If school and home had learned the facts earlier and cooperated more closely, could not this truancy have been prevented? Could not the school have done more to prepare Annie for the vocation she desired and was fitted for?

CASE NO. 2

George was a bright boy with an I.Q. of 120, but somehow he had never done well in school. At the age of sixteen he was still in the seventh grade. Then he left school and went to work. But he couldn't keep a job; his employers said that he just wouldn't apply himself. Finally he ended up in Juvenile Court. Social workers studied his case, talked things over with George, found a job in which he was interested, and encouraged him to continue his education at night school. But as he left the judge's office he collapsed. Hospital examinations showed that he had a chronic rheumatic heart. Here was a basic factor in George's delinquency. But did it explain the delinquency of parents and school to discover, years before, the reason for George's behavior?

CASE NO. 3

For two years Fred had worked in a bowling alley. When he began, at the age of eleven, he was of course too young to be hired, but because he was a good worker the owner carefully overlooked the lad's age. Fred's mother needed the financial help, for her husband was dead and she had several younger children. So she, too, overlooked the law. Weary from his late hours of work, Fred often fell asleep in class. Twice he failed to pass. Upon his second failure, home and school began to talk over his problem. But by this time Fred had lost almost all interest in school. What combined efforts will now have to be made to redirect Fred?

* * *

Behind every case of juvenile delinquency lies a reason. Communities must therefore be alert to first symptoms that spell danger ahead. In every child's life there should be close, friendly cooperation between his parents and his teachers; a home interested in his development; and a school geared to his abilities and aptitudes.

• Take another look at your community!

MRS. NEWTON P. LEONARD, *Member of the Committee To Make Recommendations on Follow-Up of National Conference on the Prevention of Juvenile Delinquency*

This is a view of Cleveland's Board of Education Building.

TENTH ANNIVERSARY: INSTITUTES ON PROFESSIONAL AND PUBLIC RELATIONS

TEN years ago the idea of holding annual Institutes on Professional and Public Relations was conceived by Charl Ormond Williams, member of the National Education Association staff and now director of the field service of that group. In 1938, when Miss Williams was serving the National Congress as its first national chairman of School Education, she saw the need for a greater professionalization of teachers and determined to do something to bring it about. Accordingly, through her efforts the first Institute on Professional and Public Relations was held on the campus of the George Peabody College for Teachers at Nashville, Tennessee. Our national president, Mrs. L. W. Hughes, was present at that first institute and has maintained a sturdy interest in the growing success of the idea.

In the last decade hundreds of similar institutes have been held on the campuses of teacher education colleges where students about to enter the profession, young teachers just beginning their careers, veteran instructors with years of experience, and specialists in the field have met and worked to solve the professional problems related to teaching. The five agencies having the deepest concern for building a strong profession of educators have served as sponsors of the institutes. They are (1) the state department of education; (2) the state education association; (3) the teacher training institution; (4) the state congress of parents and teachers; and (5) the National Education Association.

In this tenth anniversary year, Miss Williams, a former vice-president of the National Congress, is indeed to be congratulated for her devotion to America's schools and teachers. By developing a "profession democratized, unified, and intelligently articulate on its problems," the institutes have pioneered in an important field and charted a pathway for future achievement.

NATIONAL CONGRESS BULLETIN

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PARENT EDUCATION STUDY COURSES FOR 1948–49

1. **Psychology of the Preschool Child**
2. **Psychology of the School-Age Child**
3. **Psychology of the Adolescent**

THIS year, instead of the traditional two study courses the *National Parent-Teacher* will publish *three:* one on the psychology of the preschool child, another on the psychology of the elementary school child, and still another on the psychology of the adolescent. This division will permit greater concentration on the various problems that fall within each specific age range.

The courses have been prepared especially for parent-teacher study and discussion groups. Their main purpose is to help parents and teachers and all others who deal with children to gain the knowledge and understanding they need to give intelligent guidance to young people.

The topics listed below are offered in the belief that they will stimulate free and significant discussions. More detailed information on what they cover will appear in the June issue of *National Parent-Teacher: The P.T.A. Magazine.* Each article will be accompanied by an outline containing practical and easily adaptable aids for leading study groups toward a high level of thought and action.

Psychology of the Preschool Child

Conducted by ETHEL KAWIN

September	The Inseparables: Body and Mind
October	Brothers and Sisters
November	Play Time Is Growing Time
December	Freedom from Fear
January	How Intelligence Develops
February	Thumbs Down on Prejudice
March	The Sources of Sex Understanding
April	The Roots of Aggression

Psychology of the School-Age Child

Conducted by RALPH H. OJEMANN and EVA H. GRANT

September	When Their Feelings Are Hurt
October	Lesson Trouble
November	Little Fidgets Have Big Needs
December	Hero Worship: Wise or Unwise?
January	The Truth About Report Cards
February	Quarreling Among Children
March	Those Radio-Comic Book Blues
April	Allowance for Growth

Psychology of the Adolescent

Conducted by RALPH H. OJEMANN and EVA H. GRANT

September	Learning To Decide
October	Are They Really Drifting?
November	What It Takes To Be Popular
December	Vanishing Ideals
January	Who Shall Go to College?
February	Democracy in Its Teens
March	Are They Actually Delinquent?
April	Will They Be Ready for Marriage?

All titles in the three courses have been copyrighted by the National Parent-Teacher.

Note to Study Group Leaders:

• The first article in each of the courses will be published in the September issue of the *National Parent-Teacher.* Because back copies will not be available, be sure that subscriptions are renewed well in advance and that orders for new subscriptions to begin with the September number are sent in *during July or August.* Many P.T.A.'s schedule their study group meetings within the last three weeks of the month in order to allow more time for receipt of magazines. If you want the soundest information presented by the finest authorities in the field of parent and family life education, you can truly depend on these new study courses that will start next September.

To Local Presidents

- **Three** parent education specialists will conduct these courses.
- **Twenty-four** authors expert in the fields represented will supply the information on which the three courses will be based.
- This makes a total of **twenty-seven** top-flight experts involved in the entire project.
- Basing demands on what their combined services could command on the lecture, forum, or convention platforms, and adding to that their travel expenses, what do you suppose it would cost your group to bring these twenty-seven specialists to your town in one year?
- If through some miracle your P.T.A. *were* able to bring them, wouldn't you think you had worked out an exceptionally good program?
- You CAN HAVE a program that will make use of their knowledge and experience.
- You CAN HAVE the services of all twenty-seven at your disposal for a sum that certainly the majority of P.T.A. members can afford: the price of a subscription to *National Parent-Teacher: The P.T.A. Magazine*—$1 a year! Plan now to use all three courses as part of your association's program for 1948–49!

These study and discussion courses may be used with great success in the P.T.A. meeting itself, as well as by the groups that get together for study between the regular association meeting dates.

• **Descriptive leaflets will be available in June free to all groups who are interested in these courses. Write to *National Parent-Teacher: The P.T.A. Magazine,* 600 South Michigan Boulevard, Chicago 5, Illinois.**

WHAT OUR CONGRESS PARENT-

A Full Meal for a Dime!

What can be bought for a dime nowadays? Well, if you are a pupil in the schools of Appomattox, Virginia, you can get a full meal today for only ten cents—or for nothing, if you can't afford to pay a dime.

Impossible in these times of high food prices and labor costs? Not when there is the kind of vision and determination possessed by members of the Appomattox P.T.A. For their school lunch cafeteria still continues to show a profit and is paying for its own equipment. Moreover, the project has never received a federal subsidy, and its dietary standards are higher than those set up for school cafeterias operating under federal aid, according to Mrs. E. G. Middleton, nutrition and school lunch chairman for the Virginia Congress.

A Modest Beginning

The story of the cafeteria began in 1938 when a sort of soup kitchen was established. P.T.A. members donated odds and ends from their own kitchens to get things started. The first tables were simply rough boards placed on sawhorses. However, the association managed to finance a stove, and gradually, as money began to come in, new silverware and dishes were purchased, new tables and chairs added, windows screened and curtained, and a refrigerator installed. By this time the lunchroom had taken on a "new look" of permanence.

Now an average of 300 to 500 pupils eat at the cafeteria each day, and from 30 to 70 free meals are given to those who cannot afford to pay for them. These students are assigned small tasks in the lunchroom to help pay for their food and to give them a feeling of independence as well.

Some Added Features

Only skillful management and shrewd business economy could have made the cafeteria the sound business operation it is today. For instance, one method of providing additional income is a stand offering soft drinks, ice cream, and candy bars as between-meal snacks for school pupils. The stand also carries a complete line of pencils, notebooks, and other school supplies, which are sold at standard prices. Both teachers and P.T.A. members feel that this enterprise has had a double purpose. It helps pay the overhead and at the same time provides refreshments between classes (though the smaller children are not permitted to buy confections until they have eaten all the food on their plates).

The cafeteria also derives some income from renting the lunchroom to civic organizations for the nominal sum of $2.50. Church groups may use the room free, except when they are serving a meal for profit. Twice a month the P.T.A. serves luncheon to the local Lions Club. In fact, the cafeteria is in one sense a community center.

The Appomattox P.T.A. still has great plans for the future, when, as always, all profits will be turned back into improvements. Present plans include the purchase of an electric range, an electric dishwasher, and compartment sinks. And in view of this unit's accomplishments in the past, it will undoubtedly make these plans a reality.

Neighborliness Pays

The Gorrie P.T.A. in Tampa, Florida, had a real lesson in world understanding when Theodore Q. Castro, plantation owner from Costa Rica, was invited to speak at a recent meeting.

In the first place, Senor Castro did not look at all the way most of the members thought a Costa Rican should, for he was tall and blond, and spoke English like an Englishman. But from him they learned that there are many Nordic types in Costa Rica's population because it was settled by the Swedes. As he expressed it, the country is "historically Spanish but sentimentally Swedish."

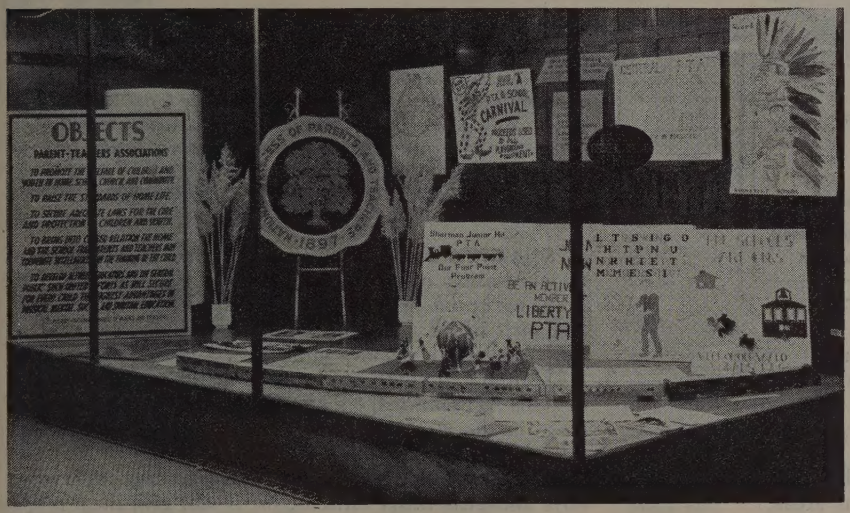
Senor Castro described his homeland in detail, pointing out that it has no army and no jails. What is more, it has more teachers per pupil than any other Central American country. At the end of his talk, parent-teacher members assured him they had gained a much better general impression of Central America than they had had before. And that was gratifying to the senor, who had long deplored the fact that our textbooks always show his countrymen as swarthy, little fellows dozing in their doorways beneath their broad-brimmed hats. He expressed his sincere hope that our books might soon begin to portray Central American children playing the same games and liking the same things as their young neighbors in the United States.

Understanding Works Both Ways

The father of seven children, Senor Castro was so impressed with the work of the parent-teacher organization that he asked for a copy of the *P.T.A. Primer* to take home with him. Since then he has had parts of it translated and printed, and Costa Rica's first P.T.A. is

The Delaware Congress of Parents and Teachers is sponsoring an active program in traffic safety as part of its many services to children and youth. In the picture shown here, the state president, William Jamieson, Jr., is standing at the extreme left.

TEACHER GROUPS *Are Doing*



As a result of this window exhibit in Hutchinson, Kansas, much interest in P.T.A. membership was developed and many requests for help in organizing new associations were received. The display was installed before the district conference in Hutchinson last fall under the supervision of Mrs. W. H. Neighbors, president of the Hutchinson Council.

expected to be organized soon. It may well be that Tampa's friendly gesture will lead to the organizing of many more units in Costa Rican schools, thereby welding firm another link of inter-American friendship.

Senor Castro was also much taken with the idea of safety patrols. He has had a copy made of a patrol uniform, and this idea, too, may soon gain momentum in his country.

Character Training Takes Priority

Character training came to the foreground of attention in the Central P.T.A., Greensboro, North Carolina, when four open forums on this subject were conducted in the community. Under the joint guidance of four committees—parent education, character and spiritual education, home and family life, and program—the meetings were attended by nearly three hundred parents and teachers.

Challenging discussions on character training in home, school, and community were led by Franklin McNutt, head of the education department at Woman's College of the University of North Carolina. And as an outcome of the program series, a committee has been appointed to survey the community, determine what facilities are available for wholesome recreation, and what supervision is needed. This is the type of project that influences parents and teachers to think in terms of "our" children, not "yours" or "mine"!

Keeping the Community Informed

The Lincoln-Edison P.T.A. in Alameda, California, has made a practice of sending a mimeographed letter to its entire membership as a means of reminding everyone of just how much the P.T.A. does for the community. One release of the *Lincoln-Edison P.T.A. Messenger* called attention to some of the accomplishments of the association in this manner:

"DO YOU KNOW THAT the dues you paid to Lincoln-Edison P.T.A.:

- *Aided in giving medical and dental care to children who needed aid?*
- *Established a revolving fund to be used by the school nurse for the children when necessary?*
- *Provided milk for children?*
- *Donated toward Thanksgiving and Christmas baskets?*
- *Paid for a sitter for little brothers and sisters so members could attend the "School for Moms" at Lincoln School?*
- *Purchased two P.T.A. life memberships?*
- *Aided in buying instruments for the school band?*

DO YOU KNOW THAT Lincoln-Edison P.T.A.:

- *Has the largest membership for elementary schools in the entire sixteenth district of the California Congress?*
- *Had an average of 965 people attend its meetings during the year?"*

Streamliners

The bulletin of the Hayward P.T.A. in Springfield, Ohio, reports that students of Hayward Junior High are also sending CARE packages. One group of ten boys carried out a music project that netted enough for two CARE parcels, which were sent to Austria and Greece. Other packages, donated by two junior high classes, were destined for England, France, Finland, and Holland.

. . . . . .

Out of 192 local presidents in Maine, 72 are men!

. . . . . .

When a school district was needed in Rockland, Maine, the P.T.A.'s in the Central Council worked diligently to educate the public to this need. Thanks to their coordinated efforts, the final vote decisively favored the establishment of the district.

CAN ANYONE TELL US?

Over a period of a year or so the *National Parent-Teacher* has received three communications which cannot be identified because of incomplete addresses. Each was accompanied by cash.

Fox Hill School
RFD, Route 3

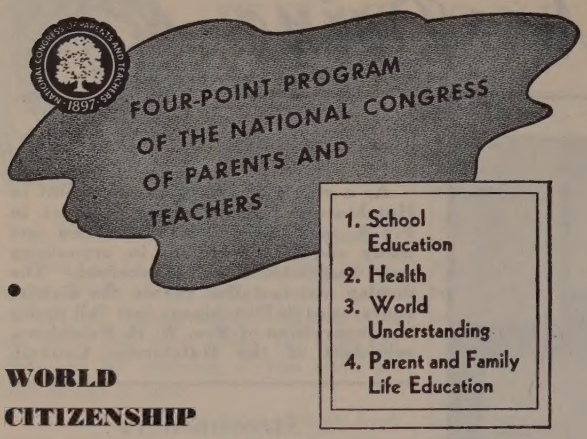
Mrs. Max Bond
Fremont County Council

Zenobia Ware
423 Myrtle Avenue
New Jersey

If *you* know these members, please tell them to write to the magazine office as soon as possible, giving fuller information.

PLEASE SHARE THIS ISSUE OF THE *BULLETIN* WITH YOUR OFFICERS AND CHAIRMEN.

Don't forget to reserve your hotel room for the P.T.A. convention in Cleveland, Ohio, May 24–26. For information about reservations, see page 7 of the March issue of the *Bulletin*.



SUGGESTIONS FROM OUR NATIONAL CHAIRMEN

Each month several of our national chairmen will offer suggestions for promoting the Four-Point Program. These suggestions should be passed on immediately to the corresponding local chairman as well as to the local Four-Point Program committee. State chairmen, too, are in a strategic position to show how local committees can build unified P.T.A. programs that will bring the full effort of all workers to bear directly on the development of this nation-wide program.

WORLD CITIZENSHIP

CHAIRMEN of world citizenship should:

1. Get a clear understanding of the Four-Point Program as a whole, so that all suggestions and materials will be practical and will be directed to the real purposes of the program.
2. Keep in constant contact with other chairmen who can help achieve our objectives in the four areas.
3. Choose those features of world understanding that are most appropriate for emphasis in their state and their locality at this time.
4. Work out direct and specific suggestions for projects or activities that will carry out the program at the local level.
5. Make up a *short* list of materials on world understanding for the use of local leaders.

—Dr. Ralph McDonald

PUBLICITY

THE Four-Point Program of the National Congress can be, and should be, an influence in all family and community living. But if we expect participation and cooperation in carrying out this broad enterprise, we must keep our members informed and make it possible, through all the facilities at our command, for other people and organizations to recognize the value of parent-teacher work.

The responsibility for this comprehensive picture of parent-teacher work—national, state, and local—rests primarily with the local publicity chairman. Constructive activities can be encouraged and favorable community reaction produced by efficient publicity. On the other hand, local P.T.A. projects can be severely handicapped by careless reporting.

Because the Four-Point Program is an activity program, it is therefore a good publicity program. Publicity chairmen have a key responsibility for its success.

—Mrs. Paul L. Gould

JUVENILE PROTECTION

SINCE the work of the Juvenile Protection Committee covers all phases of development in the life of the child, the Four-Point Program can be effectively embodied in many of its activities.

1. In adapting a program on juvenile protection to the Four-Point Program, special emphasis should be placed on *parent and family life education.* Training should begin at an early age in order to see results fifteen years hence. Boys and girls from happy homes and pleasant surroundings are best equipped to meet situations that arise later in life. The fifteen-year-old boy or girl out of adjustment with society probably lacked sympathetic understanding of two loving parents.
2. A strong *health* program is important in the life of boys and girls of all ages, for a healthy body is essential to the growth of a healthy mind.
3. If children and youth are to reach maturity with the kind of skills and knowledge that will enable them to take their place in the world, it is imperative that a well-rounded *school education* be provided for them.
4. A broader program of *world understanding* will make boys and girls better citizens, for it will give them a better concept of life, a greater love for all mankind, and a deeper understanding of the world in which they live.

—Mrs. Joseph W. Eshelman

READING AND LIBRARY SERVICE

BOOKS are indispensable to the success of the Four-Point Program. Activities should, therefore, be directed toward cooperation with public library planning in urban and rural communities and toward building good reading habits in both children and adults. The following activities are suggested as means to these ends:

1. Vigorously support the Library Demonstration Bill (S.48-H.R.2465), which is designed to provide federal funds for needed public library demonstrations in all states. Diligent work through written and personal contacts with senators and representatives will be necessary for its passage by the Eightieth Congress.
2. Continue support for state legislation to provide increased financial aid to public and school libraries; for bookmobiles or traveling libraries that will visit isolated homes or communities; and for needed increase in local budgets.
3. Publicize the special services now available in many libraries, and point out future needs by means of talks, written articles, displays, and exhibits.
4. Arrange for parent-teacher bookshelves and book lists on the areas of the Four-Point Program, and stress their wide use.
5. Encourage the formation of study groups to help parents realize the character-building power and wholesome recreational advantages in worth-while reading. Such groups can do much to bring to the entire community a fuller understanding of the problems of education and of health as well as to foster parent and family life education and a better knowledge of people everywhere in the world.
6. Cooperate with other P.T.A. committees and with library agencies in furthering the Four-Point Program.
7. Make wide use of the excellent material in the *National Parent-Teacher,* the *Parent-Teacher Manual,* and other Congress publications.

—Mrs. Luther R. Putney

FIFTY OR MORE SUBSCRIBERS

To *NATIONAL PARENT-TEACHER MAGAZINE*

Is Your State Represented? How Often?

THE officers and chairmen of the associations listed below merit commendation of the highest order for having had the foresight, wisdom, and ability to promote the circulation of the *National Parent-Teacher* with great success. Their inspired and intelligent leadership has given the members of these local units an early start in undertaking the important parent education program outlined by our national president on page 8 of this issue. It is sincerely hoped that the splendid example set by these P.T.A.'s will be duplicated far and wide in the very near future.

Humes High	Memphis, Tenn.	361
Loudon	Loudon, Tenn.	255
North Canton	N. Canton, Ohio	238
Clarendon	Canton, Ohio	210
Clinton Grammar	Clinton, N. C.	201
Central Jr. High	Greensboro, N.C.	195
Robert E. Lee	Birmingham, Ala.	181
Woodstock	Anniston, Ala.	156
S. M. Inman	Atlanta, Ga.	154
Cloverdale	Montgomery, Ala.	145
Darwin	Chicago, Ill.	142
Jefferson	Erie, Pa.	142
Maple Ave.	Newark, N.J.	139
Noble St. School	Anniston, Ala.	138
Miller Park School	Omaha, Nebr.	135
Lindley	Greensboro, N.C.	135
Polk School	Ogden, Utah	133
North Main	Mount Airy, N.C.	123
Merrick	Merrick, L.I., N.Y.	121
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Lincoln	Pottstown, Pa.	120
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McComb Grammar	McComb, Miss.	117
Johnson	Davenport, Iowa	115
Miami Shores	Miami, Fla.	113
Congress Heights	Washington, D. C.	111
Budlong	Chicago, Ill.	110
Nathaniel Greene	Pawtucket, R. I.	110
Queensboro	Shreveport, La.	108
Emerson	Phoenix, Ariz.	107
Ragsdale	Atlanta, Ga.	107
Prospect	Beverly, Mass.	106
Lincoln	Kingsport, Tenn.	106
Crockett	El Paso, Texas	106
Brackett	Arlington, Mass.	105
Washington	Omaha, Nebr.	105
Smithfield	Pawtucket, R.I.	105
Nicolet Elem.	Green Bay, Wis.	105
Franklin	Wichita Falls, Texas	104
Braswell	Rocky Mount, N.C.	103
Howe	Chicago, Ill.	101
Harding	Erie, Pa.	101
Somerville Rd.	Decatur, Ala.	100
Benson-West	Omaha, Nebr.	100
Central Park	Omaha, Nebr.	100
McRae	N. Little Rock, Ark.	97
Bryant School	Sioux City, Iowa	96
Muscoda	Bessemer, Ala.	95
Wright	Altoona, Pa.	94
Weston	Elkhart, Ind.	92
Hubbell	Des Moines, Iowa	92
Onahan	Chicago, Ill.	90
Daretown	Daretown, N.J.	90
Ockley Green School	Portland, Ore.	89
Junior High	N. Little Rock, Ark.	88
Highland Ave.	Montgomery, Ala.	87
Fairview	Camden, Ark.	87
Bridge	Chicago, Ill.	87
Wilson	Fargo, N. Dak.	87
Barrett	Birmingham, Ala.	86
Park Hill	N. Little Rock, Ark.	86
Mason	Chicago, Ill.	86
Garrison	Rockford, Ill.	86
Brandon	Brandon, Miss.	86
Newport News	Newport News, Va.	86
Rocky Mount High	Rocky Mount, N.C.	85
Barnard School	Tulsa, Okla.	85
Minne Lusa	Omaha, Nebr.	83
Park School	Boise, Idaho	82
Drew	Drew, Miss.	82
Franklin	Fargo, N. Dak.	82
Bellinger Hill	Montgomery, Ala.	80
Pennsylvania Ave.	Savannah, Ga.	80
Amite	Amite, La.	80
Creswell	Shreveport, La.	78
East Clinton	Huntsville, Ala.	77
Evergreen Park	Evergreen Park, Ill.	77
Farnsworth	Chicago, Ill.	76
Franklin School	Lexington, Mass.	76
S. Sioux	Sioux Falls, S.Dak.	76
Beacon Hill	San Antonio, Texas	76
Jackson	Birmingham, Ala.	75
Norwood	Birmingham, Ala.	75
Hibbard	Chicago, Ill.	75
Terrace	Baton Rouge, La.	75
East Ward	Gulfport, Miss.	75
Wiley	Salisbury, N.C.	75
Wiley	Winston-Salem, N.C.	75
Fairview Ave.	Dayton, Ohio	75
Schaeffer	Lancaster, Pa.	75
Franklin	Milwaukee, Wis.	75
Franklin	Boise, Idaho	74
Eastover School	Charlotte, N.C.	74
Jackson Township	Massillon, Ohio	72
Whittier	Oskaloosa, Iowa	71
McKinley	Juniata, Altoona, Pa.	71
Manoa School	Honolulu, T.H.	71
Lipscomb	Lipscomb, Ala.	70
Palmer	Chicago, Ill.	70
Washington	Evansville, Ind.	70
Tucker	Monroe, La.	70
Gardiner	Laurel, Miss.	70
Wayne	Cleveland, Ohio	70
Baker	Altoona, Pa.	70
Brecht	Lancaster, Pa.	70
Jackson	York, Pa.	69
Clark Howell	Atlanta, Ga.	68
Cherokee Ave.	Cartersville, Ga.	68
Alexander School	Shreveport, La.	68
East High	Des Moines, Iowa	67
Murphey	Raleigh, N.C.	67
Pierce Park	Boise, Idaho	66
Lincoln	Twin Falls, Idaho	66
Riley	Savannah, Ga.	65
Arthur School	Cedar Rapids, Iowa	65
Lincoln	Cedar Rapids, Iowa	65
Duling	Jackson, Miss.	65
Roosevelt School	Cranford, N.J.	65
Demonstration School	Jersey City, N.J.	65
Wildwood Crest	Wildwood Crest, N.J.	65
Westwood	Cincinnati, Ohio	65
Peninsula	Portland, Ore.	65
Rhodes	Cranston, R.I.	65
Aliceville	Aliceville, Ala.	64
Centennial High	Pueblo, Col.	64
McPherson	Chicago, Ill.	64
Grant School	Rock Island, Ill.	64
Lafayette	Salt Lake City, Utah	64
7th Ward School	Eau Claire, Wis.	63
Junior High	Boise, Idaho	62
Roosevelt Elem.	Mason City, Iowa	62
North School	Spencer, Iowa	62
Hancock	Lexington, Mass.	62
Perquimans Co. Central Grammar	Hertford, N.C.	62
Cumberland	Milwaukee, Wis.	62
Kirkwood School	Atlanta, Ga.	61
Wm. Penn Nixon	Chicago, Ill.	61
John Mills	Elmwood Park, Ill.	61
Ella Williams	Boonville, Ind.	61
Kirkwood	Des Moines, Iowa	61
West Ward	Knoxville, Iowa	61
Edison	Waterloo, Iowa	61
Ruleville	Ruleville, Miss.	61
McKinley	Butte, Mont.	61
Randolph	Lincoln, Nebr.	61
Evanston	Cincinnati, Ohio	61
Emerson	Sioux Falls, S. Dak.	61
Lincoln	Ogden, Utah	61
N. 27th St. School	Milwaukee, Wis.	61
Cole	Boise, Idaho	60
Jamieson	Chicago, Ill.	60
Prussing	Chicago, Ill.	60
Stewart	Chicago, Ill.	60
Kingsley	Waterloo, Iowa	60
Locke	Arlington, Mass.	60
Arnold	Lexington, Mo.	60
Garfield	Collinswood, N.J.	60
Wesley Heights	Charlotte, N.C.	60
Hearne	Roanoke Rapids, N.C.	60
Laurelhurst	Portland, Ore.	60
Southside	Spartanburg, S.C.	60
Dana	Rutland, Vt.	60
9th Ward	Eau Claire, Wis.	60
Trumbull	Chicago, Ill.	59
Senior High School	Greensboro, N.C.	59
Aycock	Kannapolis, N.C.	59
Granville	Winston-Salem, N.C.	58
Sherman	New Haven, Conn.	57
Kilmer	Chicago, Ill.	57
Cook	Chicago, Ill.	56
Ebinger	Chicago, Ill.	56
Portage Park	Chicago, Ill.	56
Willard	Moline, Ill.	56
Sherman	Roselle Park, N.J.	56
McIver	Greensboro, N.C.	56
Glover	Akron, Ohio	56
Wayne	Erie, Pa.	56
Ramsay High School	Birmingham, Ala.	55
Rose Hill	Dothan, Ala.	55
Langdon	Washington, D.C.	55
College Street	Carrollton, Ga.	55
Garfield School	Boise, Idaho	55
Irving Park	Chicago, Ill.	55
Southport Grade	Southport, Ind.	55
Polk School	Cedar Rapids, Iowa	55
Lincoln	Waterloo, Iowa	55
Centralia	Centralia, Mo.	55
Alcott	Hastings, Nebr.	55
Lovelock	Lovelock, Nev.	55
Hawthorne	Fargo, N. Dak.	55
Lincoln School	Pittsburgh, Pa.	55
Hamilton	Salt Lake City, Utah	55
Adams	Spokane, Wash.	55
Danville Grade	Danville, W. Va.	55
Burge	Beloit, Wis.	55
Horace Mann	North Bergen, N.J.	54
Longfellow	Pennsauken, N.J.	54
Lanier School	Tulsa, Okla.	54
Emerson	Salt Lake City, Utah	54
Morningside	Miami, Fla.	53
DeKalb Elem.	Decatur, Ga.	53
Walter Scott	Chicago, Ill.	53
Yates	Chicago, Ill.	53
Cattell	Des Moines, Iowa	53
Audubon Grade	Audubon, N.J.	53
Walnut Street	Woodbury, N.J.	53
School 15	Tuckahoe, N.Y.	53
Edgemont	Rocky Mount, N.C.	53
Clifton Public School	Cincinnati, Ohio	53
Sunnyside	Portland, Ore.	53
Jefferson	Altoona, Pa.	53
Washington	Erie, Pa.	53
Southmont Mother's Club	Johnstown, Pa.	53
Mitchell	Charleston, S.C.	53
Belle Grade	Belle, W. Va.	53
Forest City	Forest City, Ark.	52
Forest Park	Little Rock, Ark.	52
Parkview	Washington, D.C.	52
Fort Hill Jr. High	Dalton, Ga.	52
Bennett School	Chicago, Ill.	52
Dubois	Springfield, Ill.	52
Guilford School #214	Baltimore, Md.	52
Bryant	Scottsbluff, Nebr.	52
Olds School	Raleigh, N.C.	52
Vernon School	Portland, Ore.	52
Saint Andrews	Erie, Pa.	52
Belmar School	Pittsburgh, Pa.	52
Crestline Heights	Birmingham, Ala.	51
Capitol Heights Elem.	Montgomery, Ala.	51
Stephens	Stephens, Ark.	51

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East Lake	Atlanta, Ga.	51
Bruce School	Macon, Ga.	51
Moore Avenue	Savannah, Ga.	51
Chappell	Chicago, Ill.	51
McKinley School	Moline, Ill.	51
Foster	Louisville, Ky.	51
Noble	Detroit, Mich.	51
Barr	Jackson, Miss.	51
Davis	Jackson, Miss.	51
Bowmar Avenue	Vicksburg, Miss.	51
Liberty School	Englewood, N.J.	51
Cedarhurst School #3	Cedarhurst, N.Y.	51
Woodard	Wilson, N.C.	51
Grant	Portsmouth, Ohio	51
Multnomah	Multnomah, Ore.	51
Jefferson	Rapid City, S. Dak.	51
Lincoln	Watertown, S. Dak.	51
Grant	Milwaukee, Wis.	51
Woodlawn	St. Petersburg, Fla.	50
Harris	Atlanta, Ga.	50
Morningside	Atlanta, Ga.	50
Sunnyside	Kellogg, Idaho	50
Birkel	Twin Falls, Idaho	50
Avondale	Chicago, Ill.	50
Hawthorne	Chicago, Ill.	50
Centennial	Evansville, Ind.	50
Nora	Indianapolis, Ind.	50
Washington	Bettendorf, Iowa	50
Bryant	Boone, Iowa	50
Hayes School	Cedar Rapids, Iowa	50
Stowe	Des Moines, Iowa	50
Mansfield	Mansfield, La.	50
Barkdull-Faulk	Monroe, La.	50
Allen	New Orleans, La.	50
Robert Burns	Detroit, Mich.	50
Madison	Winona, Minn.	50
Poindexter	Jackson, Miss.	50
South Elementary	Pascagoula, Miss.	50
Hartley	Lincoln, Nebr.	50
Clifton Ave. Grade School	Lakewood, N.J.	50
Laurelton	Rochester, N.Y.	50
Curry	Greensboro, N.C.	50
Northridge	Dayton, Ohio	50
Taft	Youngstown, Ohio	50
Kendall	Tulsa, Okla.	50
Sequoyah	Tulsa, Okla.	50
Capitol Hill	Portland, Ore.	50
Rose City	Portland, Ore.	50
Sacred Heart	Erie, Pa.	50
Narberth	Narberth, Pa.	50
Morris No. 27	Scranton, Pa.	50
Wickford Grammar	Wickford, R.I.	50
Florence-McKenzie	Florence, S.C.	50
Hawthorne	Sioux Falls, S. Dak.	50
Longfellow	Sioux Falls, S. Dak.	50
Central	Watertown, S. Dak.	50
Miller	Huntington, W. Va.	50
Merrill School	Beloit, Wis.	50
Second Ward	Eau Claire, Wis.	50

National Citizenship Day—May 16

National Citizenship Day (I Am An American Day), always the third Sunday in May, falls on the sixteenth of the month this year. Our 1948 observance should hold even more than usual significance for, in the light of present world events, citizenship in a democracy is clearly seen to be one of man's most precious privileges.

"FOSTER AMERICAN MUSIC"

• This theme will be the keynote for the twenty-fifth annual observance of National and Inter-American Music Week on May 2–9. This anniversary observance provides an excellent opportunity to show the advancement of music in the last two and a half decades and to stress its enriching power as a bond of interest among all peoples. Suggestions for group activities may be obtained from the National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10, New York.

• For information concerning hotel reservations for the National Convention, see page 7 of the March issue of the *National Congress Bulletin*.

PARENT AND FAMILY LIFE EDUCATION PROGRAM TO BE EXPANDED

FROM every corner of the country comes news of an increased interest in parent and family life education—an interest that no doubt stems from our recent emphasis on this area of the Four-Point Program. At any rate, things are happening! For example, a national conference on family life has been scheduled to meet at Washington, D. C., early in May. The editor of the *National Parent-Teacher* and our national chairman of Parent Education have been appointed as members of the technical advisory committee, and five delegates of the Congress will attend. Preconference regional group meetings have already been held in many areas. More and more parent education study groups are springing up. And local communities are becoming increasingly alert to the importance of family solidarity.

In view of these developments, we must not let ourselves be found "asleep at the switch." We must continue to take the lead in fostering parent education, because ours is the organization that for more than fifty years has pioneered in this field.

In one respect we are extremely fortunate, for, with your assistance, we can initiate a tremendous parent education program practically overnight. Let me suggest how.

We have an excellent parent education magazine, the *National Parent-Teacher*. Its corps of experienced editors and writers are providing us with parent education material that is both sound and practical. It contains articles written by the country's most highly qualified parent education specialists. What's more, it is relatively inexpensive and as near as Uncle Sam's mailman.

But there is one pity: The *National Parent-Teacher* is not well enough known by the majority of our parent-teacher members! Although you have made wonderful strides in promoting it these last two years, there are still not enough copies in circulation to implement properly the parent education program we have in mind. In other words, since the *National Parent-Teacher* is to be the basic text for our newly intensified parent education program, we must start *now* to enlarge its circulation so that every person who joins a parent education study group next fall will come equipped with his textbook!

Did I say you could begin this project overnight? I meant it. A telephone call today to some of the key persons in your P.T.A.—or a postal card if you have no phone—will start the ball rolling. Gather your most active workers together, and tell them about this program. Let people know that you realize fully the importance of parent education, that you are well aware of this new interest in the subject, and that you are certainly going to do everything in your power when there is such great need for action.

And now one more thing. In instituting this campaign, please don't call it a subscription campaign. Subscriptions to the *National Parent-Teacher* are merely the by-products that will result. It is *not* a subscription campaign; it is a parent education undertaking of tremendous magnitude and import. I know you will want to have a part in it, and I am depending heavily on you to carry it forward at the local level. Your state leaders and state chairmen as well as leaders at all district and council levels will be eager to help. Do call on them for guidance and aid.

This is a program that can't wait. We must be up and about our task with all the energy and zeal we possess.

—MRS. L. W. HUGHES